

Inquiry questions

Inquiry questions are drawn from, and inspired by, the statement of inquiry. Teachers and students develop these questions to explore the statement of inquiry in greater detail. Students can develop their own questions in ways that satisfy curiosity and deepen understanding. The strands of subject-specific objectives can also be helpful in formulating inquiry questions.

Inquiry questions give shape and scope to a unit of study, and they help to scaffold the objectives that students should strive to achieve. As the unit progresses, both teachers and students can develop additional questions to explore.

Some characteristics of factual, conceptual and debatable questions to consider she planning MYP units.

Factual questions	Conceptual questions	Debatable questions
<ul style="list-style-type: none"> • Knowledge/fact-based • Content-driven • Skills-related • Supported by evidence • Can be used to explore terminology in the statement of inquiry • Frequently topic • Encourage recall and comprehension 	<ul style="list-style-type: none"> • Enable exploration of big ideas that connect facts and topics • Highlight to opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and interdisciplinary understanding • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application 	<ul style="list-style-type: none"> • Enable the use of facts and concepts to debate a position • Promote discussion • Explore significant ideas and issues from multiple perspectives • Can be contested • Have tension • May be deliberately provocative • Encourage synthesis and evaluation

探究题

探究题出自探究说明。为了更加详细地探索探究说明，教师和学生需要制定这些探究题。学生可以通过满足好奇心和加深理解的方式制定他们自己的探究题。具体学科的目标条目对于构思探究题也是有帮助的。

探究题决定教学单元的性质与范围，并有助于建构学生需要努力实现的目标的框架。在开展单元教学的过程中，教师和学生还可以制定额外的探究题。

表格列出了在计划中学项目教学单元时需要考虑的事实性探究题、概念性探究题和辩论性探究题的一些特点。

事实性探究题	概念性探究题	辩论性探究题
<ul style="list-style-type: none"> • 以知识 / 事实为基础 • 由内容驱动 • 与技能相关 • 有证据加以支持 • 可用于探索探究说明中的术语 • 经常性话题 • 促进回忆和理解 	<ul style="list-style-type: none"> • 能够探索连系事实和主题的重要思想点 • 强调进行比较和对照的机会 • 探索矛盾 • 引导更为深入的学科理解和跨学科理解 • 促进向熟悉或不熟悉的情形、问题、思想观点和背景的转移 • 鼓励分析和应用 	<ul style="list-style-type: none"> • 能够运用事实和概念对一种立场观点进行辩论 • 促进讨论 • 多视角探索重要思想观点和问题 • 可以进行争辩 • 具有紧张性 • 可能是有意挑起的 • 鼓励分析、综合与评价